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Digital Literacy in Electronic Banking: A Key to Employee Well-Being

La Littératie Numérique dans la Banque Électronique : Un Levier Essentiel du Bien-Être des Employés

Jalal MOUSTAKIM, ***(PhD. Student)***
The Laboratory for Research and Studies in Organizational and Territorial Management (ERMOT)
Faculty of Legal, Economic, and Social Sciences of Fes
University of Sidi Mohamed Ben Abdellah, Fes, Morocco.

Baaddi MOHAMMED, ***(Professor)***
The Laboratory for Research and Studies in Organizational and Territorial Management (ERMOT)
Faculty of Legal, Economic, and Social Sciences of Fes
University of Sidi Mohamed Ben Abdellah, Fes, Morocco.

Correspondence address :	Faculté des Sciences Juridiques, Économiques, et Sociales de Fès, BP 42, Fès 30000, Maroc. Centre d'Études Doctorales +212 6 63 21 52 58
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Abstract

This study assesses the impact of digital literacy on employee well-being in the banking sector. Introducing the Digital Literacy Empowerment and Well-being Model (DLEW Model), with psychological empowerment and self-efficacy as mediating variables, and technostress and organizational support as moderators. This study synthesizes existing literature in digital literacy and employee well-being. Theories like Technology Acceptance Model (TAM), Social Cognitive Theory (SCT), and the Job Characteristics Model (JCM) are used. The DLEW Model is used to explain and facilitate the proposed relationships between variables. This model shows that digital literacy enhances employee well-being through a solid psychological empowerment and self-efficacy. Technostress, the stress people feel when using or adopting with new tech, is proposed as moderator variable, to moderate the relationship between digital literacy and psychological empowerment. A factor that might weaken the positive push that digital literacy gives to psychological empowerment. On the other hand, if employees feel the presence of their organizational support, it can be stronger the link between digital literacy and self-efficacy. So, in short, less stress and more support means better digital skill and well-being. Since The DLEW Model is still theoretical, it's important for future research to put it to the test in different types of organizations and industries. We need to know the validity of these propositions and its applicability across various workplace situations. Unlike existing literature, the study makes a unique contribution by proposing a comprehensive theoretical framework, the DLEW Model shows the crucial role of digital literacy in shaping employee well-being and performance. It provides groundwork for future empirical studies.

Keywords : Digital Literacy, Psychological Empowerment, Self-Efficacy, Employee Well-being, Technostress.
Classification JEL : O33, D83, G21, J28
Paper type : Theoretical Research

Résumé

Cette étude évalue l'impact de la littératie numérique sur le bien-être des employés dans le secteur bancaire. Elle introduit le Modèle d'Autonomisation par la Littératie Numérique et le Bien-Être (Modèle DLEW), avec l'autonomisation psychologique et l'auto-efficacité comme variables médiatrices, et le technostress ainsi que le soutien organisationnel comme variables modératrices. Cette recherche synthétise la littérature existante sur la littératie numérique et le bien-être au travail. Des théories telles que le Modèle d'Acceptation de la Technologie (TAM), la Théorie Sociale Cognitive (SCT) et le Modèle des Caractéristiques du Travail (JCM) sont mobilisées. Le Modèle DLEW sert à expliquer et à illustrer les relations proposées entre les différentes variables. Ce modèle montre que la littératie numérique améliore le bien-être des employés grâce à une forte autonomisation psychologique et une auto-efficacité accrue. Le technostress, défini comme le stress ressenti lors de l'utilisation ou de l'adoption de nouvelles technologies, susceptible d'affaiblir la relation positive entre la littératie numérique et l'autonomisation psychologique. En revanche, le soutien organisationnel perçu par les employés peut renforcer le lien entre littératie numérique et auto-efficacité. En résumé, moins de stress et plus de soutien conduisent à de meilleures compétences numériques et à un bien-être accru. Étant donné que le Modèle DLEW reste pour l'instant théorique, il est essentiel que de futures recherches l'évaluent dans divers types d'organisations et de secteurs. Il s'agit de vérifier la validité de ces propositions et leur applicabilité dans différentes situations professionnelles. Contrairement à la littérature existante, cette étude apporte une contribution originale en proposant un cadre théorique complet. Le Modèle DLEW met en évidence le rôle crucial de la littératie numérique dans la construction du bien-être et de la performance des employés, et ouvre la voie à de futures recherches empiriques.

Mots clés : Compétence numérique, Autonomisation psychologique, Bien-être des employés, Technostress.
JEL Classification : O33, D83, G21, J28
Type du papier : Recherche Théorique

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1. Introduction

The swift expansion of digital technologies driven by the advancements of the ICT has fundamentally transformed the delivery of services, making electronic banking (e-banking) a standard practice, a norm. This transformation has not only modified the way we do interact with banks and with financial services but has also affected responsibilities and functions of bank employees. This growing availability of digital platforms in the banking sector comes with great responsibility, ensuring that employees possess digital literacy, capable of navigating, assessing, and effectively utilizing these tools. It's defined as the ability of one's person to use digital tools and platforms simultaneously with big competence (Van Dijk, 2012), and it's now known as a primordial skill for employees in various sectors, especially in the banking sector (OECD, 2016). However, it's important to acknowledge that the majority of employees are not equally prepared to adopt and adapt to these technological innovations, which can lead to challenges such as low job performance, stress and reduced motivation (Tarafdar et al., 2007; Ayyagari et al., 2011).

The existing literature shows the essential role and importance of digital literacy in improving employee performance and overall well-being. Research indicates that an employee with higher digital literacy levels are more adapted in navigating into e-banking systems, which leads to improved service delivery and customer satisfaction (Jeyalakshmi et al., 2019). Despite all these advantages and benefits, hindrances emerge when employees start to integrate digital tools into their daily routine tasks. One such challenge is technostress, which can be defined as the stress caused by the excessive use or the adoption of new technologies (Tarafdar et al., 2007), especially if the user never had any prior experiences with similar technologies. Employees with technostress may face difficulties and may shrink away completely from new technologies, which can affect directly their performance and well-being. Without neglecting the organizational support factor as one of the main variables alleviating these stressors. Studies suggest that when organizations provide adequate training, resources, and a supportive environment, employees are more likely to succeed adopting new technologies and feel empowered in their roles (Ayyagari et al., 2011). However, despite all these studies of digital literacy on job performance , the process through which it affects employee well-being, particularly in the context of technostress and organizational support remain largely unexplored. The objective of this study is to fill this literature gap, to create a more comprehensive theoretical model that considers the interactions between psychological empowerment, self-efficacy and the moderating factors of technostress and organizational support. While there's some research that has explored these factors individually (Salanova et al., 2005). There is still a lack of a comprehensive framework that integrates these elements together in the context of digital literacy and employee well-being. A well-redefined Model is introduced, the Digital Literacy Empowerment and Well-being Model (DLEW Model), to address these gaps. It explores how digital literacy influences employee well-being in the banking sector. The model suggests that digital literacy contributes to an improved employee well-being by enhancing psychological empowerment and self-efficacy, with technostress and organizational support acting as moderating variables. The overall definition of a psychological empowerment is always to feel motivated and confident in your job. An employee with high degree level of digital skills and tools have more motivation and job satisfaction (Spreitzer, 1995). According to Bandura (1986), self-efficacy is the belief in one's ability to successfully use digital tools.

The study is grounded in well-established theories, including the Technology Acceptance Model (TAM) (Davis, 1989), which elucidates how perceived usefulness and ease of use influence technology adoption; Social Cognitive Theory (SCT)(Bandura, 1986), which highlights the role of self-efficacy in learning new behaviors, and the Job Characteristics Model (JCM) (Hackman & Oldham, 1976), which asserts that job qualities, such as skill variety and task significance, influence employee motivation and performance. These theories provide a solid foundation for exploring the proposed relationships between digital literacy, psychological empowerment, self-efficacy, technostress, and organizational support. The goal of this study is to offer a theoretical framework that can guide future empirical research and inform practical strategies for organizations to enhance employee well-being in the digital age. The interactions between these factors provide a valuable insight for both researchers and industry experts in the banking sector, helping them develop effective strategies to support employees and improve organizational outcomes.

The remainder of this paper is structured as follows: First, We begin by reviewing the relevant theoretical frameworks, followed by a literature review on digital literacy and employee well-being. We then present the Digital Literacy Empowerment and Well-being Model (DLEW Model), explaining the relationships between the key variables. Following this, we discuss the implications of the model for banking organizations and suggest directions for future research. Finally, we conclude by summarizing the study's contributions and acknowledging its limitations.

2. Theoretical Background

In order to grasp firmly the meaning behind the impact of digital literacy and employee well-being, we need to look at the other side of the coin, the psychological and behavioral theories. They describe how digital literacy, have a direct impact on employee interaction with e-banking tools and his or her overall well-being in the workplace.

2.1. Digital Literacy The Health Belief Model (Rosenstock, 1974)

Behavioral Scientists in the US Public Health Service first initiated the Health Belief Model in the 1950s, that was later refined by Rosenstock (1974). A model still till today one of the most prominent and widely utilized conceptual frameworks by health educators and professionals (Rosenstock, Strecher, & Becker, 1988). It was originally designed to help explain and predict health-related behaviors, the model argues that individuals always seek to take necessary actions in order to protect their overall well-being when they perceive or feel a threat and believe that certain behaviors can mitigate that threat. Before, many people with tuberculosis didn't realize they were sick and ignored their symptoms, they thought it was a simple cough. There was also an urge to promote preventive healthcare like vaccinations and regular medical check-ups.

At the beginning, Health Belief Model was developed to increase people's awareness about their overall health and risks in order to take prompt preventive actions, to save and prevent illnesses that could be cured if caught early. But overtime was adapted to include various fields, such as workplace behavior, organizational psychology and technology adoption. The model helps us understand that individuals make health concerns decisions based on two factors: their fear of illness and their belief knowing the effectiveness of preventive measures and actions to mitigate or prevent risks.

The Health Belief Model (HBM) contains six key aspects that helps us understand how a human being assess risks and take the necessary actions to protect his or her well-being. All these components can be projected on digital literacy and employee well-being in electronic banking: **Perceived Susceptibility (**how a person assess the negative consequences due to low digital literacy; struggling with new banking technologies); **Perceived Severity** (how a person assess

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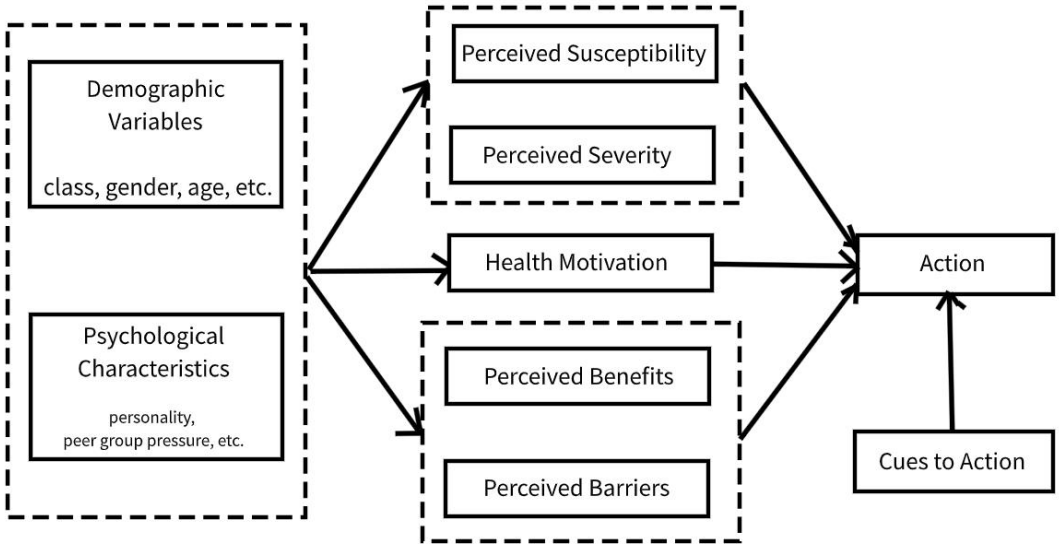
the seriousness of the potential consequences of poor digital literacy; high workplace stress, career stagnation); **Perceived Benefits** (trusting and having the certitude belief of the advantages of digital literacy such as career growth, and better work life balance); **Perceived Barriers** (the obstacles that prevent an employee from improving his or her digital literacy such as lack of training, fear of technology); **Cue to Actions** refers to the external variables and factors that help employees take necessary actions such as employer-provided digital training, peer encouragement); **Self-Efficacy (** is the level an employee has to learn and use by himself digital tools effectively).

Figure 1: The Health Belief Model



Source: Rosenstock, I. M. (1974.

2.2. The Job Characteristics Model (Hackman & Oldham, 1976)

If you are unable to provide a satisfying work with good and adequate environment, so you are more likely to have sadly, highly unmotivated and stressed employees. However, it's possible to create this job satisfaction because it's not a matter of luck. Many theories and studies have emerged over the years to explore and study how to keep an employee engaged and happy at work. Richard Hackman and Greg Oldham (1976) explained and argued how job structure influences motivation, performance and well-being. They developed a key model of work design called Job Characteristics Model. One of the key foundations for many job enrichments strategies. Regarding the e-banking aspect, most employees work in a fast-changing digital environment, doing everything possible to have an up to snuff job, handling online transactions, cybersecurity challenges when they occur, and other digital based tasks. Without receiving a proper digital training or having a solid digital literacy all these tasks might become unpleasant, leading to stress and burnout. However, when all these tasks are designed effectively, their motivation level increases, and their well-being increases.

The framework is widely and commonly used in various research as a framework to examine how some specific job characteristics affect job outcomes generally, like increased job satisfaction or motivation. These characteristics are: **Skill Variety** (The extent to which a job requires a variety of different activities. Employees handling diverse tasks like customer service, cybersecurity and financial advising); **Task Identity** (When an employer let employees see a project from start to finish, it provides them with a sense of accomplishment); **Task Significance** (When an employee feels that his work has a worth and makes a difference, it enhances the motivation); **Autonomy** (High autonomy and allowing decision making and

flexible work improves jobs satisfaction because it helps the employee feels fully engaged and responsible); **Feedback** (Regular performance helps employees know and understand how well they are performing, which motivate them and boost their skill development).

2.3. Social Cognitive Theory (Bandura, 1986)

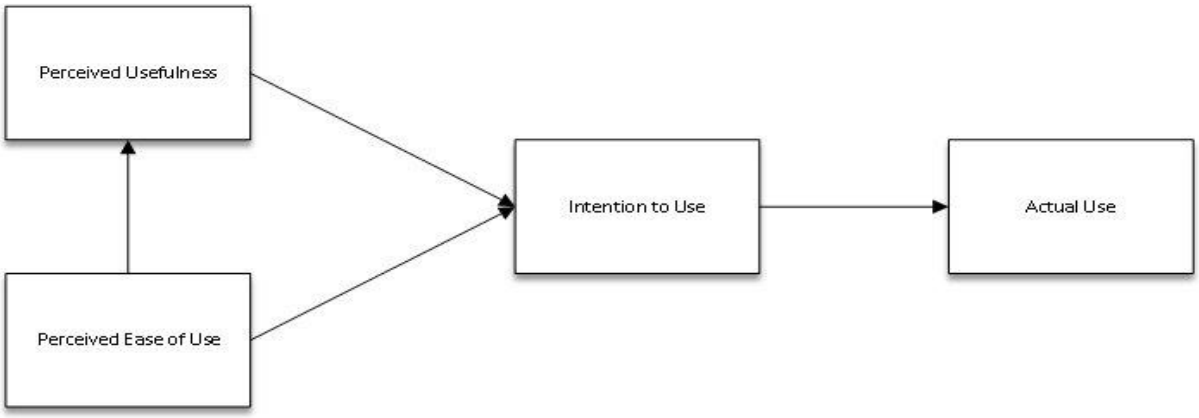
The Social Cognitive theory (SCT), developed by Albert Bandura in 1986, is a psychological framework based on the concept that learning processes are affected by cognitive, self-regulation and environmental factors (Bandura, 1991). Unlike prior psychological theories that emphasized learning via direct experience. Bandura argues that others can learn by observing other's behaviors, which makes it perfect, especially for employees in the banking sector, since they must continuously adapt to new technologies, such as e-baking tools and system. Observational learning which involves: **Attention** (Focusing on digital banking training); **Retention** (Remembering security and operational procedures); **Reproduction** (Applying learned skills in real tasks); **Motivation** (Engaging in training when seeing a tangible benefits). Human agency, self-regulation, and self-efficacy are crucial concepts in Social Cognitive theory (SCT), and vital for employee well-being. Employee never stops developing digital and financial literacy skills, which actually reduces stress, and boost confidence, while gaining some control over e-banking tools. Self-regulation, on the other hand, helps employees maintaining the security of the system and workflow efficiency by showing disciplined behavior. Finally, employees with high self-efficacy using digital tools can be seen more engaged and focused, leading to lower stress levels and better overall well-being.

2.4. Technology Acceptance Model (Davis, 1989)

The Technology Acceptance Model (TAM), was first developed by Davis back in 1989, and later expanded by Venkatesh in 2003, is one of the most popular frameworks that has been widely applied in various industries to explore how people adopt, accept and use new technologies. Two main variables fortify the model, Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). They both influence whether or not a person will adopt and use the technology. For instance, in the world of e-banking, TAM helps us understand how employees' perceptions of digital banking tools, impact their adoption and acceptance of these technologies. If an employee feels or believes that using a certain digital tool will help him perform better, that's PU, and the tool is easy to use (PEOU), they are more likely to adopt them. This usually leads to more effective results and higher job performance.

TAM has evolved over time, and versions like TAM2 and TAM3 emerged, focusing on factors like social influence and facilitating conditions (things like organizational support and available resources), the goal was a better understanding on why people accept or reject new technologies.

Figure 2: Technology Acceptance Model (TAM)



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Source : Davis (1989)

While TAM's primary focus is explaining technology acceptance and help us understand how individuals perceive and adopt technology, its foundation also have indirect implications for employee well-being. When employees perceive e-banking tools as useful, easy to use and convenient. They are more likely to experience higher job performance, satisfaction and reduced stress. On the contrary, low digital literacy repel these positive perceptions, which leads to technostress and no motivation.

Table 1: Summary of Theories Incorporated in the Study

Model	Journal	Authors	Published Year	Dependent Variable	Independent Variable	Conclusion
Health Belief Model (HBM)	Journal of Health Psychology (Health Education Monographs)	Rosenstock	1974	Employee well-being	Perceived usefulness of digital banking, perceived barriers	Employees with higher perceived benefits and lower perceived barriers are more likely to adapt to e-banking, reducing stress.
Job Characteristics Model (JCM)	Organizational Behavior & Human Performance	Hackman & Oldham	1976	Job satisfaction, well-being	Skill variety, autonomy, task significance	Well-designed jobs with high digital literacy lead to increased well-being in e-banking employees.
Social Cognitive Theory (SCT)	American Psychologist	Bandura	1986	Self-efficacy, motivation	Digital literacy, learning environment	Employees with higher self-efficacy in using digital tools show lower stress and higher adaptability.
Technology Acceptance Model	MIS Quarterly	Fred D. Davis	1989	Behavioral Intention to Use Technology	Perceived Usefulness (PU), Perceived Ease of Use (PEOU)	(PU) is the strongest predictor of technology usage. (PEOU) indirectly influences usage through PU.

Source: Adapted from Rosenstock (1974); Hackman & Oldham (1976); Bandura (1986); Davis (1989)

3. Literature Review

Nowadays, countries are making oodles effort to make their societies stronger and to improve their work quality. That's why we are witnessing many digital programs and initiatives being created for both individuals and organizational success. Programs that can do a lot, boosting motivation, building confidence, increasing job satisfaction and even supporting mental well-being. In this literature review, we explore the relationship between each of these variables, digital literacy and employee well-being, in an e-banking context.

3.1. Digital Literacy

There are many debates on how to define the concept of digital literacy, as Milenkova (2021) mentioned, that the concept is relatively new and we are still unable to fully understand it or grasp firmly the deep meaning of it and that's due to having other related terms and ideas, including technology, digital, and modern society where digital technology is rooted into all aspects of life. There is a raw definition proposed by Gee (2008), without including any digital aspect, that refers to the ability to write, read and use written letters or symbols effectively to communicate, understand and be understood. UNESCO in 2005 defined literacy as the ability to read and write but also to use language, numbers, images, and other means of communication in various contexts. Selwyn (2016) tried to project the digital aspect of literacy on education, defining it as the skill to evaluate and process the information found on the internet and the ability to manage digital tools, to participate in the creation of some digital content,

communicate and collaborate with others in an online environment. For Ribble (2015), digital literacy is the ability to use technology, network and communication tools, to evaluate and create information. In this sense digital literacy necessitates the ability to have a set of skills for using digital tools and platforms, such as creating new content and navigating in digital environments (Hague, C., & Payton, S. 2010). Marc Prensky (2001) introduced a new concepts called "Digital Natives" and "Digital immigrants", for him each generation has its own characteristics and features on how they interact or adopt technology, he describes digital literacy as a concept that goes beyond just knowing how to use technology, it involves using it meaningfully into everyday life and education (Prensky, M. 2001). Finally, Ferrari (2013) provides us with a framework for digital literacy and competence, which focuses on how individuals can use technology effectively in various contexts and purposes, including learning, working and participating in social life. The author provides 5 key central areas: i) information, which refers to the ability to access, manage and evaluate information; ii) communication related to the capacity to communicate with others using digital technologies; iii) digital content creation refers to the skills to produce and manage digital content; iv) safety, related to understanding the risks associated with digital platforms ; v) problem-solving, which refers to the ability to use digital tools, in order to identify, analyze and solve problems.

3.2. Digital Literacy and Employee Well-being in the Context of Electronic Banking

Regarding the variable employee well-being, Organ conducted a study in this context, and they found that the success and development of any organization is related to how much an employee is performing a specific or extra work for the company (Organ, D. W. 1988). However working for so long or draining much intellectual effort and energy, can lead to severe fatigue and burn out. Well-being is so important. Managers and academics have generally agreed that well-being can affect both workers and organizations negatively. For Instance Hussin et al. (2024) conducted research, and he discovered that employees experiencing poor well-being, are less productive, make less quality decisions and they are more likely to be absent from work. Employees are the backbone of any organization and Investing in employee well-being, training, and engagement leads to higher efficiency and profitability (Becker, B. E., Huselid, M. A., & Ulrich, D. 2001). Diener & Seligman (2004) even argued that well-being should be a measure key of economic and social progress rather than GDP.

3.3. Divergent Perspectives on Digital Workplace Transformation

The recent literature in the field of digital workplace transformation and technology implementation seems to have implemented a schism with two strong opposing streams of thought. On one side, supporters of the optimistic view confidently assert that new technologies and automation are introduced in organizations, results in a stream of good because it enhances human performance, it makes possible better and cheaper services and it will replace hazardous and monotonous work activities (Frey, C. B., & Osborne, M. A. 2017). However, on the flip side of this excitement, researchers and specialist have suggested that digital innovations and the functioning practices they empower introduce several risks because they could threaten the requirement for human labor and restructure the entire workforce (Brynjolfsson, E. 2018). Yet, scholars agree that technological change is likely to involve many changes at once. From the perspective of victims of technological change, it is unlikely all those impacted by technological change in the same organization see the outcomes similarly (Ayyagari, 2011). In fact, some evidence has demonstrated that technology creates opposing impacts on a particular set of outcomes. For instance, some scholars argue that, while individuals can benefit from the former, overall technology can create mostly costs in terms of individual well-being and job performance (Ajami, 2014), and some, in turn, disagree, arguing that after the experience of technology adoption, employees might experience a gain in quality of work life (Kılıç, C. 2023).

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4. Proposed Theoretical Model

In this section, we introduce the Digital Literacy Empowerment and Well-being Model (DLEW Model), which explains how digital literacy influences employee well-being within the e-banking industry. The model is grounded in three well-established theories: ***The Technology Acceptance Model*** (TAM) (Davis, 1989), which emphasizes perceived ease of use and usefulness in technology adoption; ***The Social Cognitive Theory (SCT)*** (Bandura, 1986), which centers on the concept of self-efficacy and its role in behavior ; ***The Job Characteristics Model (JCM)*** (Hackman & Oldham, 1976), which links job design to motivation, satisfaction, and performance.These theoretical frameworks provide the foundation to explore how digital skills impact psychological mechanisms and work outcomes in a digital work environment.

Digital Literacy as the Independent Variable (IV)

Digital literacy refers to an individual's ability to access, evaluate, create, and communicate information using digital technologies (Ng, 2012). In our framework, it is the starting point. Employees in the e-banking industry must navigate complex digital systems; lacking digital literacy can lead to frustration and resistance to technology (van Deursen & van Dijk, 2011). Higher digital literacy facilitates ease of use, promotes adoption, and leads to more effective use of e-banking tools (Eshet, 2004). Within TAM, this can be linked to increased perceived ease of use, which contributes to positive attitudes toward technology.

Mediators: Psychological Empowerment and Self-Efficacy

Psychological empowerment reflects how much control and meaning an employee perceives in their work (Spreitzer, 1995). It includes four dimensions: meaning, competence, self-determination, and impact. When employees are digitally literate, they feel more confident and autonomous in using systems, leading to greater motivation and satisfaction (Thomas & Velthouse, 1990). Therefore, digital literacy indirectly promotes well-being by enhancing psychological empowerment. Self-efficacy, a core concept of SCT (Bandura, 1986), is the belief in one’s ability to perform tasks successfully. In digital work settings, employees with high digital literacy are more likely to believe they can handle technology-related tasks effectively. This belief in competence influences how they approach and adapt to technological changes (Compeau & Higgins, 1995), which positively affects performance and mental well-being (Tams et al., 2018).

Moderators: Organizational Support and Technostress

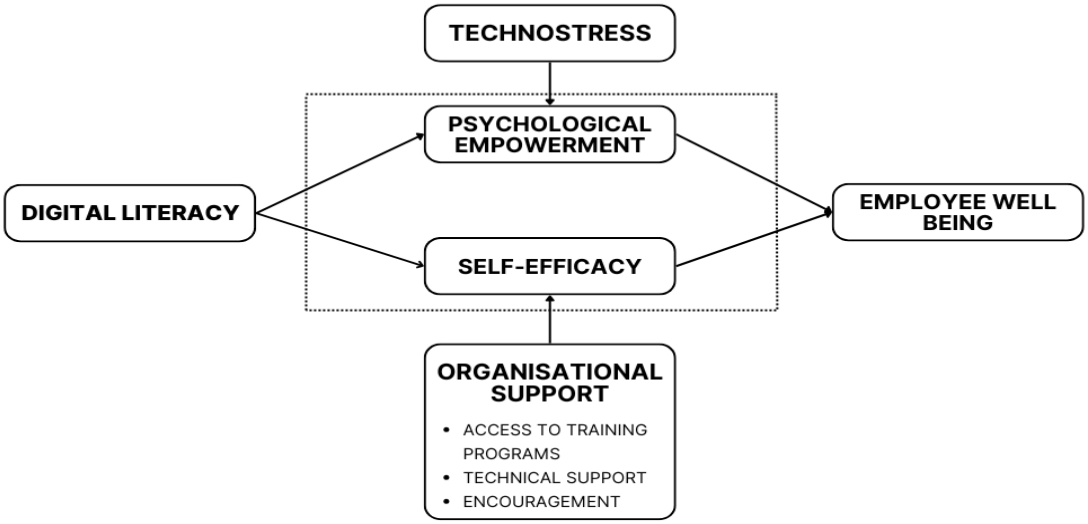
Perceived Organizational Support (POS) is the degree to which employees believe their organization values their contributions and cares about their well-being (Eisenberger et al., 1986). It strengthens the positive effects of digital literacy and self-efficacy. Without adequate support, such as training, resources, and recognition, even digitally competent employees may experience reduced motivation and job satisfaction (Rhoades & Eisenberger, 2002). Technostress refers to the stress caused by the use of technology, such as frequent system updates, cybersecurity threats, or digital overload (Brod, 1984; Ayyagari et al., 2011). It may weaken the positive impact of self-efficacy on well-being. Even confident employees can experience burnout or frustration when exposed to constant digital pressure. However, at lower levels of technostress, high self-efficacy contributes more directly to positive well-being outcomes.

Employee Well-being as the Dependent Variable (DV)

Employee well-being includes emotional, psychological, and physical aspects such as job satisfaction, stress management, and a sense of purpose at work (Danna & Griffin, 1999). When

employees possess strong digital literacy and high self-efficacy, and are empowered psychologically, they are more likely to report higher job satisfaction and lower stress (van Zoonen et al., 2017). On the contrary, low digital skills, lack of support, and high technostress can harm employee well-being, leading to dissatisfaction or burnout.

Figure 3: Digital Literacy Empowerment and Well-being Model (DLEW Model)



Source: Author's own elaboration based on Davis (1989), Bandura (1986), Hackman & Oldham (1976), Spreitzer (1995), and related literature

5. Discussion

After analyzing all these theories and studies, it's evident to say that integrating digital technologies in the workplace, can be a double-edged sword, which creates both negative and positive outcomes for employee well-being and job satisfaction. Certainly, technology enhanced efficiency and productivity but it opened the door to a whole new type of stress for employees. Technostress, a widely used term in psychology, occurs when an employee is unable to cope with new technologies, which leads to an overload of feelings and dissatisfaction towards work and sometimes even burnout. Factors like constant connectivity, where the employee feels like he's always connected, having almost no time for his personal life, information workload, too much information flying at the employee all the time, emails, messages, and updates, both play a crucial role in this hesitation. However, a supportive leader can make a significant difference. Managers, who offer real help whenever an employee is struggling with technology and respect the idea that employees must have a healthy work-life balance, can help ease the pressure and alleviate stress. It's all about creating an environment where employees feel supported, not drained.

An enhanced digital literacy among employees isn't just a nice-to-have feature, it's primordial to ensure both well-being and optimize the performance of the organization. A good strategic move is to generalize comprehensive training programs that really focus on boosting digital skills. These initiatives help employees feel more comfortable while adopting or using technology and digital platforms, which can ease anxiety and keep everyone up to speed. Social Cognitive Theory promotes a culture of mentorship, where employees can observe and learn from employees in action, which gives them the ability to learn by imitating, thereby enhancing self-efficacy. According to a study that applied both the Health Belief Model and TAM, observational learning and perceived health risks, respectively, significantly influence individuals' intention to use stress-management applications.

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6. Conclusion

Digital literacy in the e-banking sector significantly contributes to improving employee skills and the functionality of the organization. According to the Digital Literacy Empowerment and Well-being (DLEW) Model, employees with a high level of digital skills will feel more psychologically empowered and confident in their ability to perform better than employees with lower digital skills, thus being more satisfied and less stressed out at work. But it must be understood that the rapid technological changes characteristic of e-banking with lack of sufficient organizational support can lead to technostress which at a later stage can mitigate these benefits. Hence, establishing a service-oriented ecosystem that continues to develop digital literacy continuously is very important. This enforces the technological innovations to be efficient to the employees and the organizations which enables the purpose of implementation done right and the passage of the complexities of the digital transformation journey.

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